School Safety Plan (draft)

Emergency and Evacuation Procedures

Kwiyagat Community Academy
450 Sunset Rd
Towaoc CO 81334*

INTRODUCTION

THIS MANUAL IS A TOOL designed to guide you in the event of an emergency. We have taken every reasonable effort to ensure the accuracy and completeness of the information in this manual. We have attempted to make the material concise, simple, and instructional; therefore, it covers only the most common emergencies, not every potential event. In an emergency it is imperative to use good common sense. Always use initiative, intuition and good judgment to assure your own personal safety. Since every situation is different, your response will depend on the particular circumstances of the emergency.

It is *every employee's responsibility* to know what action to take before, during and after an emergency. Please read this manual and practice the procedures outlined within. Familiarize yourself with your school environment, other employees who work nearby, and emergency preparations and procedures. Discuss the contents of this manual with your co-workers and test them before you need them. Have a rehearsal and walk through the procedures. Take the necessary precautions mentioned in this manual. Safety should be everyone's concern.

Fire safety and evacuation plans will be reviewed and updated annually, or as necessitated by changes in staff assignments, occupancy, or the physical arrangement of the school building.

All fire safety and evacuation plans will be available in the school's main office and on the school's website for reference and review by all staff. Copies will be furnished to the Towaoc fire code official for review.
***adopted from Mountain MIddle School, Durango, CO by permission**

EMERGENCY INFORMATION

Emergencies	Call 911
Kwiyagat Community Academy Main Number	xxx-xxx-xxxx
Head of School,	xxx-xxx-xxxx

xxx.org will contain messages related to emergencies or closures.
In the event of a major emergency, tune into Radio

Broadcast e-mail or phone messages may also be used to provide emergency information and instructions to KCA staff and parents.
If you have any questions about the contents of this manual, you may contact:

Head of School,xxxx 970-xxx-xxx

CAMPUS SAFETY FEATURES

The Kwiyagat Community Academy (KCA) is located at 450 Sunset Dr, Towaoc, Colorado. This location's safety features include fire/smoke detection and alarm systems. All areas are equipped with pull stations, audible alarms and strobes, illuminated exit signs, fire extinguishers and emergency lighting. Each area has posted evacuation floor plan placards that show primary and secondary exit routes and identify the location of all fire equipment.

FIRE ALARM AND SMOKE DETECTORS
Fire alarm pull stations and smoke detectors are located throughout the building. Activation of the alarm will send an audio/visual signal to the fire fighter's control panel identifying the location and cause of the alarm, and the affected area will be notified by a loud audible whooping alarm with flashing strobe lights.

FIRE EXTINGUISHERS
All-purpose "ABC" dry chemical fire extinguishers are located in every area of the building. If you use or discharge an extinguisher for any reason, please notify the Head of School so we can recharge or replace the extinguisher immediately.

EVACUATION PLAN SIGNS
Evacuation Plan signs located at all entrances provide emergency instructions and evacuation procedures and contain a floor plan showing exits and fire equipment locations.

EMERGENCY POWER AND LIGHTING
During a power failure, an emergency battery backup system operates automatically, powering all safety equipment and emergency lighting.

FIRE DRILL & EVACUATION LOCATION
All evacuations and fire drills will relocate the students and staff to the Towaoc Community Center grounds designated staging areas – in case of inclement weather, students and staff will stage inside the Community Center.

EMERGENCY ORGANIZATION

The Emergency Response Team is composed of the Head of School and the two grade level Lead Teachers (in first year and all teachers in future years) and has been designated to perform specific tasks in the event of an emergency. It is important for all building occupants to be familiar with these key personnel and follow their directions in a timely and organized manner.

LIFE SAFETY DIRECTOR
The Life Safety Director for the building is the Head of School (HOS), who is responsible for coordinating the efforts of police and fire departments while they are on school property. If HOS is not present at the time of an emergency, the Program Coordinator will function in this capacity. The Life Safety Director's responsibilities are as follows:

Emergency Responsibilities

- Ensure that *911* has been called. (The Fire Alarm Company will initiate the call.)

- Put into effect the Emergency and Evacuation Plan: starting evacuation or relocation procedures.
- Act as a liaison between Towaoc Fire and Rescue and KCA school community.
- Meet with Towaoc Fire and Rescue Incident Commander to provide information about the emergency (status of relocation or evacuation; location of fire, smoke or alarm; location of trapped or disabled persons in need of evacuation, and all necessary emergency equipment (building keys, floor plans, etc.).

Non-emergency Responsibilities

- Ensure that a program of regular inspections, maintenance, testing and recertification of all fire and life safety equipment is developed and implemented.
- Implement a general program of building fire prevention, including annual building-wide fire drills conducted in cooperation with Towaoc Fire and Rescue.
- Assure that KCA staff are trained and call periodic meetings of these personnel to provide information and training about emergency procedures, including evacuation and relocation, emergency care and evacuation of the disabled, and fire prevention.
- The Life Safety Director will log and record all training provided to staff.

STAFF RESPONSIBILITIES

Staff provide a critical link between building occupants and safety personnel. All Personnel shall receive training in the contents of fire safety and evacuation plans on an annual basis. All staff duties will be reviewed during this training. Attendance records will be kept and available to the Towaoc fire code official upon request.

Training will include instruction in the proper procedures for preventing fires and appraisal of the fire hazards of the materials and processes to which they are exposed. Employees are expected to become familiar with the fire alarm and evacuation signals, their assigned duties in the event of an alarm or emergency, evacuation routes, assembly areas, and procedures for evacuation.

Staff are responsible for a specific physical area and are charged with recruiting fellow employees for special assignments in managing an emergency. Staff have the following emergency and non-emergency responsibilities:

Emergency Responsibilities

Head of School will designate employees to perform the following roles in an emergency:

Evacuation Assistants: (grade level teacher leaders) At the direction of the HOS, a designated employee will assist any individual who may have difficulty evacuating the building due to physical issues. The Evacuation Assistant will help any person with a disability exit the building. Otherwise, the Evacuation Assistant will proceed with the individual to the nearest exit and will remain until Towaoc Fire and Rescue arrives, or, will leave the building and immediately report the individual's location to HOS.

Searchers: (grade level teacher leaders) At the direction of the HOS, two individuals will begin a search/sweep of the entire building. These employees will search the entire campus, including conference rooms, closets, supply rooms, and restrooms to confirm that everyone has responded to a fire alarm or other directions to evacuate the building. Searchers will close all doors and windows as they proceed and tag the doors with a “post-it” note to indicate that occupants have left. Once

searchers are **absolutely certain** that no one is left in the building, they should advise the HOS that the building is vacant.

Non-Emergency Responsibilities

- Knowing the locations of the nearest alternate exits, and the direct routes to each.
- Knowing the location and condition and how to operate the nearest fire extinguishers.
- Knowing emergency telephone numbers and procedures.
- Knowing how to assume control, maintain calm, and prevent panic in the event of an emergency.
- Knowing the physical layout of KCA campus
- Communicating information to building occupants during and after an emergency.
- Preparing and practicing a natural disaster, fire, and emergency evacuation/relocation plan for their classes.
- Knowing the names and work locations of building occupants who may have physical difficulty in evacuating the building, and assigning a fellow employee to assist those individuals during an emergency to the nearest exist; advising the HOS of the location of any disabled personnel.
- Advising the HOS of adverse building conditions.

EMERGENCY EVACUATION KIT (GO-KIT - Backpacks)

The emergency evacuation kit is intended to ensure that important information and materials are removed from the school during an evacuation or crisis. The kit contains supplies, materials, and information about KCA and its students that will assist both school personnel and first responders in addressing the emergency. The kit will be maintained and updated on an annual basis and placed at the evacuation sites ready for use. The kit will be stored in the Head of School's office. The Head of School or site manager will be responsible for removing the kit from the school in case of emergency.

The Emergency Evacuation Kit will contain the following items:

- Student Emergency Care Cards
- Master roster of all classes
- Daily Schedule
- Faculty roster with emergency contact information
- Site plan and school floor plan
- School phone directory
- Flashlights (batteries refreshed every 6 months)
- Note pads, pens, and clipboard
- First aid kit
- Disposable gloves (non latex)
- List of emergency contact personnel (board of directors)
- Location and instructions for mechanical systems cut-offs (water, electric, gas)
- List of students with special needs

In addition to the above items, the visitor log and any extra batteries, and cell phones should be placed in the kit prior to leaving the school.

Emergency Preparedness

Drills and Exercises

Emergency drills and exercises are a central part of the preparedness stage of the crisis planning cycle. When faced with an emergency situation, people respond as they have trained – which is why firefighters and other emergency responders frequently participate in emergency drills and exercises. Practicing emergency responses and skills in schools may someday save lives. School emergency plans must be exercised and practiced to discover potential weaknesses and reach maximum effectiveness.

Required drills and exercises:

The School Emergency Actions contained in the Colorado School Safety Resource Center recommend that schools conduct drills for the following situations:

1. Lockout (Secured Building)
2. Lockdown
3. Evacuate
4. Shelter (Includes Weather Shelter)

IN AN EMERGENCY
WHEN YOU HEAR IT. DO IT.

LOCKOUT! GET INSIDE. LOCK OUTSIDE DOORS.

STUDENTS
Return inside
Business as usual

TEACHER
Bring everyone indoors
Lock perimeter doors
Increase situational awareness
Business as usual
Take attendance

LOCKDOWN! LOCKS, LIGHTS, OUT OF SIGHT.

STUDENTS
Move away from sight
Maintain silence
Do not open the door

TEACHER
Lock interior doors
Turn out the lights
Move away from sight
Do not open the door
Maintain silence
Take attendance

EVACUATE! TO ANNOUNCED LOCATION.

STUDENTS
Bring your phone
Leave your stuff behind
Follow instructions

TEACHER
Lead evacuation to location
Take attendance
Notify if missing, extra or injured students

SHELTER! HAZARD AND SAFETY STRATEGY.

STUDENTS

Hazard	Safety Strategy
Tornado	Evacuate to shelter area
Hazmat	Seal the room
Earthquake	Drop, cover and hold
Tsunami	Get to high ground

TEACHER
Lead safety strategy
Take attendance

(Created by CSSRC Emergency Planning Work Group, approved by CSSRC Advisory Board December 7, 2010
Colorado School Safety Resource Center www.safeschools.state.co.us Tel: 303-239-4435
Colorado Department of Public Safety)

LOCKOUT (Secured Building): Procedures used in a heightened state of security, to secure the building and protect building occupants where a higher than normal *threat is present near or in the vicinity of the campus.* The lockout condition is used as a preventative measure when a threat of danger is outside the school building, and may be in place for a few minutes or longer periods of time, until the threat to safety is resolved.

LOCKDOWN: Procedures used to protect building occupants from potential *dangers in the building or external threats that enter the building.* Actions are used in situations where an actual emergency or crisis threatening the safety of building occupants is occurring or has occurred on a school campus. It may also be used when the potential for such a situation is high.

EVACUATION: Procedures used in a variety of school emergency situations when remaining in the building is unsafe. Evacuation is *moving building occupants to a designated safe area.* An evacuation may be signaled by a fire alarm, direction from the School Incident Commander over the intercom or other emergency notification system, or by the instructions of emergency personnel. Some evacuations may involve moving students and staff to an alternate or off-campus site, as instructed. A partial evacuation of a section of the building may also occur, if a situation warrants. If evacuation is other than a fire situation, further instructions should be given. Implement individualized plans for those students or staff with disabilities or special needs.

SHELTER (Includes Weather Shelter): Procedures used when the building is seen as a place of safety and building occupants *must remain in a school building* for extended periods of time during an event such as a weather emergency, a chemical contaminant, or terrorist attack. To shelter-in-place means to *take shelter where you are and isolate the inside environment from the outside environment.* Additional hazard-specific directions are defined in this document. Included are individualized plans for those students or staff with disabilities or special needs.

RELEASE/REUNIFICATION: After Lockout, Lockdown, Shelter-in-Place and/or Evacuation a controlled release/reunification may be necessary to release or reunite students with parents and/or caregivers. This process requires accurate accountability of students and release of students to authorized adults only. Communication capability must exist between Command Post, and school or evacuation sites. Redundant emergency notification system(s) are developed and communicated to parents/caregivers prior to an event: auto dialing; website; media partners etc. The "administrator's go-kit" is ready with all necessary items for a controlled release/reunification process.

FIRE and Other SAFETY DRILLS

The HOS will *schedule* required practice fire and other safety drills yearly. Drills will be held at unexpected times and under varying conditions to simulate the unusual conditions that occur in case of an actual fire. The HOS will notify the Towaoc fire code official of all scheduled drills. The HOS is responsible for conducting, documenting, and preparing a critique of each fire drill held. **A fire drill will be conducted within 10 days of the commencement of the academic school year and monthly thereafter**. Fire drills may be postponed if inclement weather or other events deem the drill inappropriate or impractical. Fire drill record keeping will occur and records of each drill will be maintained for 3 years utilizing the standard form found in Appendix A. Other types of drills that will be practiced include: shelter-in-place, lockdowns, and evacuations.

Secure Building / Lockdown

When all students and personnel need to stay in rooms and hallways need clearing.

1. Close and lock doors if possible
2. Draw and close shades or cover windows
3. Keep students out of plain view
4. Keep students calm and quiet
5. Await further instructions from Command Post

No one is to open his or her doors until all clear is given by the Command Post.

Situations when a secure building is needed may include:

- Intruder in building
- Angry Parent
- Threatening behavior
- Severe medical emergency in building

Shelter

When Students and personnel need to remain inside and the building needs to protect us from outside conditions.

1. Make sure students are cleared from the hall and in their classes or the nearest class.
2. Take attendance. An administrator will call your room for an attendance report.
3. Do not allow anyone to leave the classroom.
4. Stay away from doors and windows.
5. Telephone use in the classrooms for emergency reasons only.

Please wait for further instructions which may include but are not limited to the following.

1. Close and tape all windows and doors and seal the gap between the bottom of the door and the floor. (You may use masking tape, duct tape, or wide clear tape. The goal is to limit outside air entering your room.)
2. Ask students to take shelter under their desks or other surfaces which may shield them

Situations in which a shelter in Place is needed may include:

- Chemical spill.
- Bad storm or tornado.
- Toxic fumes from a nearby fire.
- Severe medical emergency in the building

FIRE DRILL - EVACUATION & RELOCATION PROCEDURES

IT IS IMPERATIVE to practice a building evacuation plan before an emergency occurs. In the event that a fire alarm or public address announcement identifies an emergency situation within the building, please follow the following procedures:

- Remain calm and orderly. Walk quickly but do not run. Follow the instructions of staff members.

- KCA staff will facilitate the evacuation of their classes and all students in the building.

- Staff will facilitate the movement of students to the designated relocation assembly area, Animas Museum grounds. In the case of an evacuation due to a Hazardous Materials Release, staff will facilitate the movement of students to the Animas Museum grounds.

- Staff will verify each student's presence at the relocation area based upon class rosters.

- Staff will check in with the HOS at the assembly area. KCA will utilize a card system for accountability purposes: Green – all personnel accounted for; Yellow – additional names of person(s) with staff not on class roster; and Red – names of person(s) missing from class roster. The HOS or site manager will verify all lists against the daily attendance roster and visitor list to ensure accountability for all occupants.

- No one shall re-enter the building until the **All Clear** signal has been given by the HOS.

FIRE EMERGENCY PROCEDURES

WHAT TO DO IF YOU SEE FIRE

- Activate the nearest fire alarm pull station.
- Call **911**. Report your location and type of fire.
- Give your name and phone number – don't hang up until the operator tells you to do so.
- Warn others in the immediate area.
- Notify HOS or Program Coordinator
- Use an extinguisher only if the fire is small and it is safe to do so.
- Begin evacuation procedures.

Important Things to Remember:

USE CAUTION WHEN APPROACHING A CLOSED DOOR – There may be a fire behind it.

Carefully check for heat with the back of your hand by lightly touching the door frame near the top, and then check the doorknob. Do NOT open hot doors - go to an alternate exit.

If the door is cool to the touch, brace yourself and open it slowly. You may need to shut it quickly if you encounter flames or smoke.

If you find yourself faced with an area filled with smoke, enter carefully and close the door behind you.

If you encounter heavy smoke, *drop to your hands and knees* and keep your face near the floor.

If water is available, dampen a cloth and breathe through it to reduce smoke inhalation.

Follow the wall to the nearest exit and leave the building.

WHAT TO DO IF YOU ARE TRAPPED IN THE BUILDING

Stay calm. If safe, proceed to a room with an outside window and stay there.

If there is a working telephone in the room, dial 911 and tell the dispatcher exactly where you are, even if you see fire trucks outside.

To help rescuers find you, stay where they can see you and wave something bright and light-colored to attract their attention.

To keep smoke out of your refuge area, stuff the cracks around the door and cover the ventilators with clothing, towels or newspapers.

If water is available, dampen a cloth and breathe through it to reduce smoke inhalation.

Rescuers will begin with those who are in the most immediate danger, so your rescue may take time. Above all, think before you act and be patient until help arrives.

WHAT TO DO IF YOU HEAR THE FIRE ALARM

Begin evacuation procedures.

WHAT TO DO IF YOU SMELL SMOKE

Immediately notify HOS or office staff if HOS is not in the building.

HOW & WHEN TO USE FIRE EXTINGUISHERS

Dry chemical fire extinguishers are effective on all types of small fires. Extinguishers are located throughout the building.
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Extinguishers should only be used on small fires (wastebasket-sized). If the fire is discovered while it is still small enough to be contained, take the extinguisher, stand back 8–10 feet from the fire and follow the **PASS** SYSTEM:
Pull the retaining pin.
Aim the nozzle at the base of the flames.
Squeeze the handle completely to discharge the dry chemical on the fire.
Sweep the nozzle from side to side. Go slightly beyond the fire area with each pass. Once the fire is out, wait before leaving the area. If the fire re-ignites, you may need to make another application.

Fire extinguishers can generate a great amount of smoke when used, so be careful - smoke contains noxious fumes. Since smoke inhalation is the major cause of fire deaths, cover your mouth and nose with a wet cloth whenever possible.

If it is not feasible to use an extinguisher, begin evacuation procedures at once. Close doors behind you to contain the fire.

FIRE PREVENTION

COMMON-SENSE FIRE PREVENTION

Do not let paper accumulate in your office or in storage areas. Pay special attention to housekeeping in areas where discarded paper accumulates, such as storage areas, copy rooms, or kitchens.

Make sure electrical cords are in good condition. Inspect them periodically and replace them, or report frayed cords to the HOS. Do not bypass grounded plugs.

Use surge-protected power strips in place of extension cords.

Space heaters are not allowed in the building.

To ensure ease of evacuation in an emergency, keep all hallways and exits free of boxes and trash.

Blocking fire doors open is a direct violation of the Fire Code and will allow smoke and fire to spread throughout the floor. Do not block open fire doors at any time.

Make sure all electrical equipment is turned off before you leave at the end of the day. This includes *coffee pots*, copiers, computers, and printers.

Use care when using microwave ovens to prevent burning food or contents.

MEDICAL EMERGENCIES

- Stay calm and determine the nature of the medical emergency. Contact the Main Office immediately.
- **Activate EMS - call 911**

BOMB THREATS

Bomb Threats send warnings of possible bombs for a variety of reasons: to make a statement, to create panic or disrupt normal business, to get “free” publicity for a cause, or because they know of a threat and want to alert people to evacuate the building. Rarely does the caller want to injure people; if that were the case, then they would not bother to inform anyone of the bomb.

A bomb threat may be delivered over the telephone (most common), through the mail, by messenger, on a note left in a public place, or even on your computer screen. While statistically most bomb threats turn out to be hoaxes, they must all be taken seriously.

In the case of a bomb threat, immediate notification of building occupants or a complete evacuation of the building is not always the safest way to handle the situation. The confusion and panic associated with a bomb threat may pose greater dangers than the threat itself - if it turns out to be a hoax. A calm and methodical search of the premises is the safest way to determine if the danger is real and if evacuation is necessary.

RECEIVING A BOMB THREAT

The majority of threats are made by telephone. If you should receive the call, remain calm and concentrate on the exact wording used in the message. Focus your attention on the call. Details are invaluable in evaluating the threat. In addition, after the threat has been resolved, the investigators will benefit from as much detail as you can provide. Follow these guidelines:
Remain calm and try to keep the caller on the line.

- Refer to the Bomb Threat Form on the following pages and ask the caller as many questions as possible;
- Gather as much information as you can.
- Notify administration immediately.
- Wait calmly for further instructions from HOS.
- Do not mention the call to anyone else.
- Contact the police

BOMB SEARCHES

You know your work area better than anyone else. What may appear commonplace to you may seem out of place to an "outsider" and vice versa. For this reason, HOS will often ask occupants to search their own work spaces and/or office suites.

Following the guidelines below, search your own work area if instructed to do so. Remember that your safety comes first - do not take unnecessary risks!

Important Points to Remember While Searching

- Verify that your immediate office or classroom does not contain foreign, unidentified, or suspicious object(s).
- Carefully search a co-worker's space if he or she is absent.
- Take personal belongings with you if and when you evacuate. They may cause unnecessary wasted searching efforts.
- Be suspicious of anyone unfamiliar loitering in the area or showing overt curiosity.
- Begin at one end of your work area and search methodically to the other end. Search every location. Remember that devices are most readily concealed in areas that have the easiest access.
- Look for anything unusual or out of place.
- Look high and low, not just at eye level. For instance, search an area on three levels: floor to knees; knees to shoulders, shoulders to ceiling.
- Pay particular attention to the following areas:
  - Lobbies
  - Trash receptacles
  - Public phone areas
  - Drinking fountains
  - Fire extinguisher cabinet
  - Restrooms
  - Food service areas
  - Closets, hallways, and passageways
  - Any areas readily accessible to the public

- If you should encounter a suspicious-looking package or a questionable item, ***do not touch it!*** Try to establish ownership of the item in question. If no one claims it, then there is a good chance that it doesn't belong there. Alert others in the immediate area, report it to your supervisor and follow his/her instructions.
- Immediately report the results of your search to the HOS

BOMB THREAT INFORMATION GATHERING PROCEDURE (Form: Appendix B)

Calmly ask the following questions:

1. *When* is the bomb going to explode?
2. *Where* is it right now?
3. *What* does it *look* like?
4. What *kind/size* of bomb is it?
5. What will *cause* it to explode?
6. Did *you* place the bomb?
7. *Why?*
8. What is *your address*?
9. What is your *name*?

DETAILED INFORMATION TO OBTAIN ABOUT THE CALLER Try To Determine the Following: (Circle all that apply)

CALLER'S VOICE:

Calm Angry
Loud Soft
Slow Rapid
Crying Laughing
Excited Normal
Distinct Slurred
Stuttering Lisping
Whispering Nasal Tone
High-pitched Deep

BACKGROUND SOUNDS:

Street Noise Booth
Café/Bar Voices
PA System/Music
House Noises/Motor
Animal Noises/Office
Clear /Static
Long Distance/ Local
Factory Machinery/ Other

THREAT LANGUAGE:

Accent Disguised
Well-Spoken Foul Language
Clearing Throat Raspy

Incoherent Rational
Deep Breathing Cracking Voice
Righteous Good Grammar
Familiar Voice Unfamiliar Voice
Choice of Words Taped
If familiar, who did it sound like?

Write down as much of the message as you can remember:

CIVIL UNREST/TERRORISM INCIDENTS

In the event of civil unrest, terrorism threat/attack, or other civil defense emergency, you will be notified by the administration. Campus will be notified whether to evacuate or if it is unsafe to leave the building.

Use good judgment, remain calm and stay on your floor unless you are in an unsafe position or are instructed to leave by HOS.

Secure all valuable materials in a safe place.

Cooperate with colleagues and safety personnel. Certain services may be limited during an emergency.

Access to certain areas may be restricted. Withdraw from the area until it is safe to enter. Your safety should be your primary concern.

If applicable, follow procedures for hazardous materials emergencies.

HAZARDOUS MATERIALS
KCA recognizes its responsibility for providing an environment which is reasonably secure from known hazards. There are areas of the school operation, from science laboratories to custodial services that may use a variety of materials that are considered hazardous.

Hazardous materials include any substance or mixture of substances that poses a fire, explosive, reactive or health hazard as more fully defined by law.

KCA will ensure that procedures are in place and communicated with staff which addresses the purchase, storage, handling, transportation and disposal of hazardous materials for school facilities and operations including instructional areas. Emergency response actions and evacuation plans will be coordinated with the procedures. The procedures shall comply with all local, state and federal laws and regulations which pertain to the safe and proper storage, transportation and disposal of hazardous materials.

The goal of the procedures shall be to maintain an ongoing process of identifying and managing potentially hazardous materials. Staff will be encouraged to make less dangerous substitutions for hazardous substances to the extent possible and to minimize the quantities of such substances stored on school property. The school will make every effort to minimize hazardous chemical use and waste generation in the classroom. Where feasible, each school will minimize chemical waste via demonstration labs, video instruction or other forms of non hazardous or less-hazardous curricula.

Staff will use only allowable quantities of chemicals that are not listed in prohibited chemicals *(Appendix A) of the Colorado State Board of Health Rules and Regulations Governing Schools*. This list will be kept in the MSDS Binder located in the school's main office as a reference.

KCA will maintain a hardcopy or accessible database of Material Safety Data Sheets for all chemicals. The Material Safety Data Sheets (MSDS) will be kept current in a binder that is located in the school's main office. This binder will be available to the Towaoc fire code official upon request.

INVENTORY

Chemical inventories are a necessary tool (1) to identify current chemical supplies; and (2) to determine if there is surplus stock; and (3) to determine what is to be disposed of as waste. A chemical inventory also helps a school identify all hazardous chemical risks and liabilities. Up to date inventories provide vital information to firefighters and other emergency responders and are a required annual submission to the Towaoc fire code officer.

KCA will maintain an annual inventory of hazardous materials, inventory control plan (Labels with dates on containers) and storage/segregation description. This inventory list will be kept in the school's main office and will be available to the Towaoc fire code official upon request.

1. An annual inventory of all chemicals will be conducted to ensure proper storage and for submission to the Towaoc fire code officer.
2. Any chemicals identified during the inventory as expired, outdated, unlabeled, unknown, surplus, unwanted, or prohibited will be marked for disposal. These chemicals will be identified for disposal and left in their original shelf location until they can be picked up.
3. Chemicals will be color coded per the Uniform Fire Code to assist with storage requirements.
4. The annual inventory will also check that the monthly inspection of stored chemicals is occurring as well as the bi-annual safety equipment checks.

Storage

Cleaning materials shall be safely stored and secured in a locked area. Pesticides, toxic or hazardous cleaning and maintenance chemicals and materials shall be stored separately in a ventilated and locked cabinet or area accessible only to authorized personnel. (See Appendix C for Chemical Storage Procedures)

SAFETY

KCA wants to ensure that staff and students have safe experience while preparing or conducting science experiments.

The school should be equipped with the following safety equipment:

- Eye Protection that meets American National Standards Institute 1989 Z87.1 Standard *Practice for Occupational/Educational Eye and Face Protection*
- Eye Wash Station
- Fire Extinguisher (these will be installed as required by code)
- Hand Washing Facility
- Fire Blanket
- (Showers are not available in the facility)

The above items should be checked for operation by the science teachers at least twice a year. The checklist in APPENDIX C should be filled out and kept in the Hazardous Material Binder for review. If any

items are deficient, or need repair, the science teachers shall submit a work order for repair. Safety glasses, splash goggles, or face shields should be used when hazardous materials are used and there is a potential hazard to the eye.

WASTE DISPOSAL

Faculty can use the Hazardous Waste Decision Tree to decide appropriate methods for disposing of used or unused chemicals (see APPENDIX E). Non-hazardous or neutralized liquid chemicals may be solidified for solid waste disposal (i.e. put in the trash). All other nonhazardous solid waste may be disposed of in the trash. The HOS must be notified of any chemical put in the trash for disposal. All chemical wastes destined for hazardous waste disposal must be stored in the chemical storage area in appropriate containers and segregated for compatibility. All containers must be labeled with content, hazard and dated. At any time, the HOS can call to arrange for disposal of hazardous wastes.

Appropriate school personnel shall be trained to take precautions to prevent accidents and to take appropriate actions in the event of a hazardous materials release.

Utility shut-off information for electricity, water, and gas will be kept in the Head of School's office and in the main office. In addition, instructions for shutting off each utility will be posted at the shut-off site.

HAZARDOUS MATERIALS RELEASES

Hazardous Materials Releases occur without warning. The person who initially discovers the release or spill should immediately call the HOS Administration.

The location and degree of severity of the incident will help determine the appropriate actions to be taken. If practical, a staff member may implement spill control and containment measures if not endangering themselves, students or other staff.

Towaoc Fire and Rescue will evaluate the incident, and the Incident Commander will determine the appropriate action to be taken by persons in the immediate area. Several factors - such as the wind speed and direction, time of day, and effects of weather - will determine the need for evacuation or other corrective actions. All decisions regarding life safety responses will originate from the HOS and the Fire Department.

WHAT TO DO IF YOU SUSPECT A HAZARDOUS MATERIALS RELEASE

Notify HOS/administration immediately

Report information about the incident:

- Give the exact location of the material released.
- Report any injuries.
- Identify the source, quantity, and nature (liquid, powder, gaseous) of materials involved, if known.
- Describe the effects of the spill or release (i.e. - the activity of the hazardous material; if it is being dispersed and where; noxious fumes; etc.).

Assist injured or contaminated persons. Remove them from the area if safe to do so.

Evacuate the immediate area if necessary and keep others away.

If fumes are being produced, restrict access to the area. Move away from the hazard and take your personal belongings.

Do not enter a restricted area to retrieve your belongings.

Avoid spreading contamination.

Rumors are dangerous. Speak only the facts you know. Emphasize the positive aspects. Your attitude will affect the attitudes of those around you.

BUILDING EVACUATION
In the case of a building evacuation as a result of a Hazardous Material Release, staff will facilitate the movement of students to the Community Center grounds.

It is important to stay clear of arriving emergency vehicles and personnel. The person who suspected the Hazardous Materials Spill should be available for questioning by HOS administration and carefully document all details immediately.

WHAT TO DO IF A PERSON IS CONTAMINATED BY A CHEMICAL

- Remove all contaminated clothing.
- Flush skin or eyes with cool water immediately for 15-30 minutes.
- Call 911 for immediate medical attention.

WHAT TO DO IF YOU ARE TOLD TO SHELTER-IN-PLACE (OUTDOOR RELEASE)
In the event of a short-term chemical release outside of the building, the prudent course of action is to remain inside. **Do NOT EXIT** the building. Follow these guidelines:

- Listen to and follow all instructions given over the communication system.
- The HOS will turn off all fans and HVAC systems in the building.
- HOS Staff will control building entry and exit points. Do not enter stairwells or open exterior doors.
- Close all exterior office doors and move to interior offices and common corridors.
- Seal all gaps under office doors and vents with wet towels or tape.
- Stay calm and wait for further instructions from EMS.
- If you smell fumes, breathe through wet towels.

Searchers should conduct a headcount, assess the need for medical assistance and provide a status report to the HOS/EMS.

POWER FAILURE
All public areas are equipped with exit signs and emergency lights powered by the building's emergency generator. In addition, the following systems will operate during a general power failure:

- Fire and life safety equipment
- Emergency pathway lighting

If A Power Failure Occurs, Observe The Following Guidelines:
If your phones are in working order, contact Life Safety Director/HOS or, if they are not in the building, Empire Electric Association at 970-565-4444.

- Raise window blinds to let in outside light.
- Check to see if the situation you are experiencing is shared by your neighbors.
- Report all injuries promptly and seek proper medical attention without delay.
- Turn off and disconnect all electrical appliances and all lights except for one to prevent damage if there is a power surge once electricity resumes.
- Leave one switch on so you will know when the power comes back on.
- Stay where you are unless told to evacuate. Do not congregate in lobby areas or in the street.

HOS/Administration will advise you as soon as possible regarding the duration and cause of the power failure.

EMERGENCY ASSISTANCE FOR THE DISABLED

When Responding to Assist a person with a disability or physical condition, identify yourself and your purpose for being there. Allow the individual the opportunity to establish your position before you continue. Describe your actions both before and as you assist them. During an evacuation follow these procedures:

The Evacuation Assistant designated by HOS will assist in relocating persons needing assistance. The Disabled Assistant will help them exit the building. Otherwise, the Disabled Assistant will proceed with the individual to the nearest exit and will remain until Towaoc Fire and Rescue arrives, or, will leave the building and immediately report the individual's location to HOS.

Never attempt to evacuate a person in a wheelchair down a stairway. Move the person while in the wheelchair to an Area of Refuge. The Disabled Assistant must immediately notify HOS or Towaoc Fire Authority personnel of this person's location, so they may be evacuated.

A service animal must be evacuated together with the owner.

Provide verbal instructions and information for people with impaired vision.

Turn lights off and on to attract the attention of people with hearing limitations. (NOTE: After an earthquake, do NOT turn any switches on or off until you are sure there is no gas leak).

Keep a calm demeanor. A demand for immediate action can cause insecurity and fear. Keep your focus and concentrate. Be patient. Speak clearly and directly about the emergency.

Uncertainty and lack of control inherent to emergency situations can be very disorienting. Isolate individuals who are panicking and deal with them in simple, firm, and clear language.

SEVERE WEATHER

SEVERE THUNDERSTORMS/TORNADOES/STRONG WINDS
The National Weather Service will issue advisories predicting areas of severe thunderstorm activity, tornadoes, and strong winds in excess of 75 mph.

- If you are in the building, STAY INSIDE, do NOT evacuate.
- If you are outside, head for cover. Move to an area away from trees, power lines, and roadways.
- Keep away from windows and the exterior of the building. Move to the center of the building, the elevator lobby, bathrooms or interior offices.
- Assist any disabled persons in the area in moving to a safe place.
- Report any damage, safety hazards or injuries to the HOS/Life Safety Director.

School/Campus VIOLENCE
School/Campus violence can take many forms. Learn to identify the specific behavior that should be reported to your supervisor:

- Any behavior that is physically threatening to yourself or another person.
- Behavior or actions that a reasonable person would interpret as potentially violent (verbal threats, throwing objects, waving fists, destruction of personal property).
- Any substantial threat to harm another person, destroy property, or in any way endanger the safety of employees.
- Behavior that might signal emotional distress and potential violence (severe mood swings, impulsive or intimidating behavior, yelling).

IF A PERSON'S BEHAVIOR BECOMES INAPPROPRIATE:

- **If you feel you are in imminent personal danger, leave the area if possible.**
- **Notify HOS/KCA administration immediately!**

- **If threat is significant, DIAL 911**

IF A PERSON ENTERS SCHOOL WITH A WEAPON:

- **Main Office/Admin immediately notify teachers.**
- **Get into the nearest room, out of sight of the shooter, and lock doors.**
- **Hide under your desk or in a far corner of your office.**
- **Keep still – stay silent and listen.**
- **DIAL 911**
- **Stay in your hiding place and listen for instructions or rescuers.**

COMMON-SENSE RULES IN A DANGEROUS SITUATION:

- **Trust your instincts. If you are afraid, you probably have a good reason.**
- **Take all threats seriously.**
- **Try to create physical space between you and the person threatening you.**

Appendix A

EMERGENCY PLANNING AND PREPAREDNESS: FIRE DRILL

405.5 Record Keeping. Records shall be maintained of required emergency evacuation drills and include the following information:

- **Identity of the person conducting the drill**_____
- **Date and time of the drill** _____
- **(Alarm) notification method used** _____
- **Staff members on duty and participating** _____
- **Number of occupants evacuated** _____
- **Special conditions simulated** _____
- **Problems encountered** _____
- **Weather conditions when occupants were evacuated** _____

- **Time required to accomplish complete evacuation _____**

Additional information as required:

Appendix B. BOMB THREAT FORM

Calmly ask the following questions:

1. *When* is the bomb going to explode?

1. *Where* is it right now?

1. *What* does it *look* like?

1. What *kind/size* of bomb is it?

1. What will *cause* it to explode?

1. Did *you* place the bomb?

1. *Why?*

1. What is *your address*?

1. What is your *name*?

DETAILED INFORMATION TO OBTAIN ABOUT THE CALLER

Try To Determine the Following: (Circle all that apply)

CALLER'S VOICE:

Calm Angry Loud Soft Slow Rapid
Crying Laughing Excited Normal Distinct Slurred
Stuttering Lisping Whispering Nasal Tone High-pitched Deep

BACKGROUND SOUNDS:

Street Noise Booth Café/Bar Voices PA System/Music
House Noises/Motor Animal Noises/Office Clear /Static
Long Distance/ Local Factory Machinery Other

THREAT LANGUAGE:

Accent Disguised Well-Spoken Foul Language Clearing Throat Raspy
Incoherent Rational Deep Breathing Cracking Voice
Righteous Good Grammar Familiar Voice Unfamiliar Voice
Choice of Words Taped

If familiar, who did it sound like?

Write down as much of the message as you can remember:

Appendix C: Recommended Procedures for Chemical Storage

Color Code Reference: The chemicals in the storage areas shall use a color coded system to aid in identification and to assist in proper storage. This color code system is based on the Uniform Fire Code Chemical Storage Requirements. These are as follows:

(RED) FLAMMABLE
(GREEN) COMBUSTIBLE SOLID
(BLUE) CORROSIVE
(YELLOW) OXIDIZER
(NEON GREEN) WATER REACTIVE
(NEON RED) UNSTABLE REACTIVE
(NEON YELLOW) HIGHLY TOXIC
(NEON ORANGE) PYROPHORIC
(RED, NEON RED AMMONIUM NITRATE (also gets stored in a separate, special cabinet)
& YELLOW)

Appendix D: Recommended Procedures for Chemical Storage
E
Classification of Chemicals

I. Caustic or Corrosive Chemicals
These chemicals can be found in three different states:
• *Corrosive Liquids* – include mineral acids, organic solvents, organic acids and solutions of strong bases. These liquids comprise the most important category of corrosive substances because this form is most commonly used and involve in external injuries. The more concentrated the substance and the longer the contact, the faster and more intense the damage.
• *Corrosive Solids* – include caustic sulfides and hydroxides of elements such as sodium and potassium and their salts. These are probably the least hazardous and their effects are dependent upon the amount of moisture in the skin, the degree of solubility and duration of contact. These solids can cause serious injury as a result of the amount of heat produced when they come in contact with a liquid.
• *Corrosive Gases* – include ammonia, acetic acid, and nitric acid. These gases present the most serious health hazard because they are easily absorbed through the skin, or by inhalation. They can produce primary and secondary effects depending upon the concentration and time of exposure.
Storage and Handling of Caustic or Corrosive Chemicals:
 Store corrosives in an appropriate corrosive cabinet.
 Keep certain items in the original shipping package, i.e. acids and bases in the shipping Styrofoam.
 Wear a chemical splash face shield when handling corrosive materials.
 Store corrosive materials as near the floor as possible to minimize damage of bottles falling from the shelves.
 Purchase only small amounts – less than 2.5 Liters when possible.
 Store Nitric Acid away from other acids.

II. Flammable Liquids

Flammable liquids are materials that will easily ignite, burn or serve as fuel for a fire.
Flash point is defined as the temperature at which sufficient vapors are produced to form an ignitable mixture with the air near the surface of the liquid or within the container used. There are Class I, II and III of flammable materials. These are further divided as follows:

- Class IA - Flash point < 73°F (22.7°C) and boiling point >100°F (37.8 C).
- Class IB - Flash point <73°F (22.7°C) and boiling point at or >100°F(37.8 C).
- Class II – Flash point >100°F (37.8 C) and < 140°F (60°C).
- Class IIIA – Flash point >140°F (60°C) and < 200°F (93.3°C).
- Class IIIB – Flash point > 200°F (93.3°C).

Storage and Handling of Flammable Chemicals:

 Store all flammables in a dedicated flammables cabinet.
 Try to keep cool, between 55°F and 70°F at all times.
 Store away from sources of ignition.
 Store away from all oxidizers.
 Never store flammables in a refrigerator unless the refrigerator is explosion-proof.
 Avoid storing any chemicals, especially flammable materials, in direct sunlight.
 Chemicals must be transported in an appropriately designed carrier.

III. Compressed Gas

Compressed gases are defined by the U.S. Department of Transportation (DOT) as any materials or mixtures in+ containers having an absolute pressure in excess of 40 psi at 70°F (20°C) or in excess of 104 psi at 130°F (54.5°C). Handling of compressed gases may be considered more hazardous than the handling of liquid and solid materials because of the following properties: high pressure, ease of diffusion, low ignition points for flammable gases, low boiling points, and in some cases lack of visual and/or odor detection of hazardous gases. Because of these properties, failure to follow proper procedures can result in both personal and property damage.

Storage and Handling of Compressed Gases:

Compressed gases should be handled as high energy sources, and therefore, as potential explosives.
 Avoid exposure of cylinders to heat. Do not store gas cylinders in direct sunlight.
 Propane is not allowed to be stored inside a school.
 Always protect the cylinder valve stem.
 Never lubricate, modify, force or tamper with a cylinder valve.
 Do not extinguish a flame involving a combustible gas until the gas is shut off, otherwise it can ignite – possibly causing an explosion.
 Gas cylinders must be secured in place. They must be protected to prevent valve damage which may be caused by falling.

NOTE: Per Fire Code Regulations, schools can not have more than 250 cubic feet of Acetylene in *unsprinkled buildings. 500 cubic feet is allowed if the building is sprinkled.*

Other General Storage and Handling Guidelines:

- Carcinogens, mutagens and teratogens (including pesticides) are not recommended for use in school laboratories.
- Poisons must be handled with caution. Skin contact should be avoided. Before using a chemical labeled “POISON,” read the precautions listed on the container label and MSDS. Know antidotes and emergency treatment.
- Oxidizers should be stored together and separate from other chemicals. Schools that have more than 10 pounds of oxidizers shall store them in an approved cabinet.

Ammonium Nitrate must be stored in a designated cabinet and only 500-grams is allowed at one time per school.

The School's Asbestos Management Plan is available at the front office for review upon request.

Appendix E: A Waste Management Decision Tree
The Experiments Over... Now What?
Is it hazardous? Liquid or solid - It must be disposed of as hazardous waste.
I have a waste. Is it non-hazardous? Solid - It can go in the trash. Liquid- It might get approval to go down the drain to the municipal sewer*
* Down the drain disposal of lab chemicals is strongly discouraged, except for minimal quantities from equipment cleaning.

WASTES SUITABLE FOR NON-HAZARDOUS DISPOSAL
Sugars, Starches
Vegetable oils, gums, powders
Animal fats
Enzymes, Proteins
Wax, Paraffin
Organic acid solids
Organic acid salts
Culture media
Food products
Indicators
Dyes - dry not pre-made solutions
Stains - dry not pre-made solutions
Buffer mixes and solutions
Ion exchange resins
Boiling beads
Light sticks
Soaps/surfactants/detergents
Chelating agents
Household products - but not those labeled "DANGER" or "POISON"
Down the drain disposal for only compounds with both low toxicity AND low-hazard anions:
[NEUTRALIZE FIRST]
aluminum bicarbonate
ammonium bisulfite
bismuth borate
calcium bromide
copper carbonate
gold chloride
hydrogen hydroxide
iron iodide
lithium oxide
magnesium phosphate
molybdenum sulfate
potassium sulfite
sodium thiocyanate

tin cyanate
zinc
Reunification Form:

Student name:_____
Student Grade:_____
Name of Person Picking up student:_____
Relationship of Person Picking up Student:_____
Signature of adult picking up student:_____

Staff initials:_____

Reunification Form:

Student name:_____
Student Grade:_____
Name of Person Picking up student:_____
Relationship of Person Picking up Student:_____
Signature of adult picking up student:_____

Staff initials:_____

Reunification Form:

Student name:_____
Student Grade:_____
Name of Person Picking up student:_____
Relationship of Person Picking up Student:_____
Signature of adult picking up student:_____

Staff initials:_____

Reunification Form:

Student name:_____
Student Grade:_____
Name of Person Picking up student:_____
Relationship of Person Picking up Student:_____
Signature of adult picking up student:_____

Staff initials:_____

Reunification Site Plans: Ute Mountain Ute Community Center

Towaoc, CO 81301
Contact: xxx-xxx-xxxx

Bus unloading: Buses should be instructed to take an immediate hard left when entering the parking area so that all students can be dropped off at the **side entrance (the second one - furthest away from the main parking lot)** to the main sanctuary. It is designed for buses to be able to easily pull in, around, and out without entering into the parking area for cars. It is ideal for students to be able to enter the building as far away from the parent entrance as possible.

Parent Check in: Main entrance to church. Tables should be set up in the front lobby area blocking access to the rest of the building. Laminated cards dividing lines by grade should be taped to the front of tables so that parents can divide at check in area by the grade of their student. A banner (or laminated signs) labeled "Parent Check In" should be placed in the front porch area so that parents can easily see where to go for check in. The parent check in area is designated as "Lobby" on the map.

The parent's name should appear next to the student's name on the emergency contact list. If it does not then the "black list" should be checked. If a parent is on the "blacklist" then the student should not be released to this parent. The "blacklist" parent should be asked to leave. Authorities should be notified if applicable. A staff member should keep an accurate log of which students are being released to who. Each teacher leader will be responsible for identifying parents/guardians appropriately.

The parent should be directed to walk outside down to the next entrance to meet their student at the "foyer" entrance.

If their student has been injured in any way and/or it is perceived that the student and/or parent(s) might need counseling services then they should be directed to the appropriate room from the parent reunification site.

They should NOT be directed into the sanctuary where the students are located. They should be directed into either an appropriate counseling room or out the exit into the courtyard that leads to the chapel.

Parent Reunification: Will occur at the second main church entrance designated on the church map as the "foyer". Parents will stay outside and be directed to the reunification area from the outside. It will be from this location that parents and/or students needing further services will be directed to the appropriate counseling rooms. If no further assistance is needed then parent(s) and student(s) may be dismissed from the reunification location.

Student Location: Students will remain in the main sanctuary and will be divided by grade. The runner(s) will be the teacher leader for each grade. Each teacher leader will be responsible for correctly identifying each student's parent/guardian prior to reunifying them. The staff members/teachers will give each group some kind of work or game to focus on during their waiting time.***Students should not exit through the main doors to the sanctuary*(see Bathrooms for exit description)**

THE HEAD OF SCHOOL AND/OR INCIDENT COMMANDER SHOULD contact the facility to notify them that KCA is planning to use their facility. This should be done before anything else in the event that the facility cannot be used and the secondary site Recreation Center will need to be used. Once the use of the site is determined, buses can be directed and can be deployed to the appropriate location.

Setup Checklist:

1. Set up 2 large white tables in the main lobby area close to the front doors

2. Locate reunification pack, unpack contents and organize. Have clipboards, pens, and reunification cards ready to go.

3. Signs with Grade level should be taped to the front of the tables to organize parents into groups for check in.
ALL signs will be placed with the medications at KCA and will be transported with the medication bag.

4. A banner or signs that say "Parent Check In" should be taped up in front of the main lobby/porch area.

5. A sign that says "Student Entrance" should be taped to the outside of the door that can be accessed from the bus unloading area. It should be taped to the second entrance – the one the furthest away from the main parking area. Ideally at this time an individual can be assigned to direct the buses to the proper drop off spot as they enter.

6. The large piece of cardboard with the medications is to tape over the window that is in the door leading into the main sanctuary. This is to obstruct the view into the sanctuary.

7. Remove the signs from the medication bag that say "DO NOT DISTURB, COUNSELING IN PROGRESS" so they can quickly be taped to the doors of rooms where counseling is taking place if needed.

8. Make sure all staff/volunteers in charge of checking in parents know the procedure to follow. Make sure each staff member helping with check in has a copy of the emergency contacts list and a copy of the black list.

9. The teacher leaders for each grade will be runners. If one or more of the teacher leaders is not able to be a runner then designate appropriate staff for this role.

10. Tape signs to the bathrooms that are labeled "STUDENT BATHROOM" to both men/women on the doors of the bathrooms closest to the sanctuary. Tape signs to the bathrooms that are labeled "PARENT BATHROOM" to both men/women on the doors of the bathrooms in the hallway next to the gym, down from the second main entrance.

SNOW REMOVAL PLAN

The goal of this plan is to provide safe walkways for students, staff, and neighbors, eliminate injuries and to provide for the efficient entry and departure of the school building when snow and/or ice is present. Implementation of a Snow Removal Plan like this one can promote a safer environment and reduce the risk of high-cost claims.

Storm-day plan implementation is priority, however it is just as important to continue to follow the Snow Removal Plan in the following days as snow and ice melts and refreezes.

Head of School Responsibilities:

- Monitor pending weather forecasts and conditions of sidewalks and entrances.
- Communicate with snow removal company for instructions and school holidays/vacations
- Determine scope of snow removal requirements and communicate with custodial employees.
- Train custodial employees in the safe operation of power equipment and proper attire for snow removal to minimize their exposure to the cold & elements.
- Notify custodial employees of the need for snow removal and the Snow Removal Plan.
- Supervise snow removal operations.
- Identify priority areas for clearing and close low-priority or uncleared routes (such as low-traffic paths or poor drainage areas where melted snow could freeze and cause slippery conditions). Inform employees, food service companies, and parents which areas will not be cleared.

***Custodial Employees Responsibilities*:**

- Monitor the conditions of sidewalks, entrances & parking lots.
- Keep all snow removal equipment operational and ready to run.
- Maintain adequate inventory of gasoline, salt, sand, shovels, etc. and communicate needs to the Head of School for upkeep/replacement.
- Arrive for work prepared to protect themselves from the dangers of winter- wear a hat, gloves, boots, heavy coat, scarf, face-mask, etc.
- Arrive at work at the time designated by the Head of School to clear snow/ice prior to teacher/student arrival.
- Be familiar with the safe operation of all mechanical snow equipment.
- ***Document, document, document*** snow removal operations including when, where and what you did and any product you applied on designated areas.
- Limit damage to curbs, shrubs, manholes, valve covers (for underground utilities), speed bumps, and artificial turf during snow/ice removal.

***Scope of Work*:**

Clear all sidewalks, entrances, walkways, driveways, and parking lots of snow, slush, and ice pursuant to the identified priority areas as provided by the Head of School.

- Spread salt/ice melt as required.

- All walkways, sidewalks, crosswalks, etc. shall be cleared to the full width.
- All exterior doors must be operational and exits unimpeded. Barricade or mark areas as closed or declared low-priority per the Head of School.
- **All crosswalks are to be cleared out to the center of the street.**
- All school bus drop-off zones are to be cleared.
- All storm drainage/sewer openings are to be cleared to allow for run-off of melting snow.
- All fire hydrants are to be cleared of snow accumulations.
- All downspouts are to be cleared of ice accumulations.
- Mop up all standing water in the school building after entrance of students and mark wet areas as appropriate.

SNOW PLAN PRIORITY AREAS:

Exterior sidewalks and crosswalks
Interior sidewalks
Entrances/exits
    Front entrances for front office doors, 6-8 building and 4-5 building
    Back entrance from staff parking lot
School bus drop-off zones
Parking lots
Driveways
Fire Hydrants
Bike rack(s), if not included in barricaded areas

SNOW PLAN LOW-PRIORITY AREAS:

All entrances/exits not included in Priority Areas - should be closed with signs and barricades until fully cleared of ice/snow.

    North doors
    East doors - exits off Reader Room
    Boiler Room
    Garages and sheds

Downspouts
Storm drainage/sewer openings

Appendix F: COVID-19 CDC Guidelines

When a confirmed case has entered a school, regardless of community transmission
Any school in any community might need to implement short-term closure procedures regardless of community spread if an infected person has been in a school building. If this happens, CDC recommends the following procedures regardless of the level of community spread:

Coordinate with local health officials. Once learning of a COVID-19 case in someone who has been in the school, immediately notify local health officials. These officials will help administrators determine a course of action for their child care programs or schools.
Dismiss students and most staff for 2-5 days. This initial short-term dismissal allows time for the local health officials to gain a better understanding of the COVID-19 situation impacting the school. This allows the local health officials to help the school determine appropriate next steps, including whether an extended dismissal duration is needed to stop or slow further spread of COVID-19.

- Local health officials' recommendations for the scope (e.g., a single school, multiple schools, the full district) and duration of school dismissals will be made on a case-by-case basis using the most up-to-date information about COVID-19 and the specific cases in the community.
- During school dismissals, also cancel extracurricular group activities, school-based afterschool programs, and large events (e.g., assemblies, spirit nights, field trips, and sporting events).
- Discourage staff, students, and their families from gathering or socializing anywhere. This includes group child care arrangements, as well as gathering at places like a friend's house, a favorite restaurant, or the local shopping mall.

Communicate with staff, parents, and students. Coordinate with local health officials to communicate dismissal decisions and the possible COVID-19 exposure.

- This communication to the school community should align with the communication plan in the school's emergency operations plan.
- Plan to include messages to counter potential stigma and discrimination.
- In such a circumstance, it is critical to maintain confidentiality of the student or staff member as required by the Americans with Disabilities Act and the Family Education Rights and Privacy Act.

Clean and disinfect thoroughly.

- Close off areas used by the individuals with COVID-19 and wait as long as practical before beginning cleaning and disinfection to minimize potential for exposure to respiratory droplets. Open outside doors and windows to increase air circulation in the area. If possible, wait up to 24 hours before beginning cleaning and disinfection.
- Cleaning staff should clean and disinfect all areas (e.g., offices, bathrooms, and common areas) used by the ill persons, focusing especially on frequently touched surfaces.
- If surfaces are dirty, they should be cleaned using a detergent or soap and water prior to disinfection.
- For disinfection most common EPA-registered household disinfectants should be effective.
    - A list of products that are EPA-approved for use against the virus that causes COVID-19 is available here
    - external icon

    - . Follow the manufacturer's instructions for all cleaning and disinfection products (e.g., concentration, application method and contact time, etc.).
    - Additionally, diluted household bleach solutions can be used if appropriate for the surface. Follow manufacturer's instructions for application and proper ventilation. Check to ensure the product is not past its expiration date. Never mix household bleach with ammonia or any other cleanser. Unexpired household bleach will be effective against coronaviruses when properly diluted. Prepare a bleach solution by mixing:
        - 5 tablespoons (1/3rd cup) bleach per gallon of water or
        - 4 teaspoons bleach per quart of water
- Additional information on cleaning and disinfection of community facilities such as schools can be found on CDC's website.

Make decisions about extending the school dismissal. Temporarily dismissing child care programs and K-12 schools is a strategy to stop or slow the further spread of COVID-19 in communities.

- During school dismissals (after cleaning and disinfection), child care programs and schools may stay open for staff members (unless ill) while students stay home. Keeping facilities open: a) allows teachers to develop and deliver lessons and materials remotely, thus maintaining continuity of teaching and learning; and b) allows other staff members to continue to provide services and help with additional response efforts. Decisions on which, if any, staff should be allowed in the school should be made in collaboration with local health officials.
- Child care and school administrators should work in close collaboration and coordination with local health officials to make dismissal and large event cancellation decisions. Schools are not expected to make decisions about dismissal or canceling events on their own. School dismissals and event cancellations may be extended if advised by local health officials. The nature of these actions (e.g., geographic scope, duration) may change as the local outbreak situation evolves.
- Administrators should seek guidance from local health officials to determine when students and staff should return to schools and what additional steps are needed for the school community. In addition, students and staff who are well but are taking care of or share a home with someone with a case of COVID-19 should follow instructions from local health officials to determine when to return to school.

Implement strategies to continue education and related supports for students.

- Ensure continuity of education.
    - Review continuity plans, including plans for the continuity of teaching and learning. Implement e-learning plans, including digital and distance learning options as feasible and appropriate.
    - Determine, in consultation with school district officials or other relevant state or local partners:
        - If a waiver is needed for state requirements of a minimum number of in-person instructional hours or school days (seat time) as a condition for funding;
        - How to convert face-to-face lessons into online lessons and how to train teachers to do so;
        - How to triage technical issues if faced with limited IT support and staff;
        - How to encourage appropriate adult supervision while children are using distance learning approaches; and

        - How to deal with the potential lack of students' access to computers and the Internet at home.
- Ensure continuity of meal programs.
    - Consider ways to distribute food to students.
    - If there is community spread of COVID-19, design strategies to avoid distribution in settings where people might gather in a group or crowd. Consider options such as "grab-and-go" bagged lunches or meal delivery.
- Consider alternatives for providing essential medical and social services for students.
    - Continue providing necessary services for children with special healthcare needs, or work with the state *Title V Children and Youth with Special Health Care Needs (CYSHCN) Program*.

When there is no community transmission (preparedness phase)
The most important thing to do now is plan and prepare. Administrators should reinforce healthy practices among their students and staff. As the global outbreak evolves, schools should prepare for the possibility of community-level outbreaks. Schools need to be ready if COVID-19 does appear in their communities. Here are some strategies:

Review, update, and implement emergency operations plans (EOPs). This should be done in collaboration with local health departments and other relevant partners. Focus on the components, or annexes, of the plans that address infectious disease outbreaks.

- Ensure the plan includes strategies to reduce the spread of a wide variety of infectious diseases (e.g., seasonal influenza). This includes strategies for social distancing and school dismissal that may be used to stop or slow the spread of infectious disease. The plan should also include strategies for continuing education, meal programs, and other related services in the event of school dismissal.
- Ensure the plan emphasizes everyday preventive actions for students and staff. For example, emphasize actions such as staying home when sick; appropriately covering coughs and sneezes; cleaning frequently touched surfaces; and washing hands often.
    - CDC has workplace resources such as posters with messages for staff about staying home when sick
    - pdf icon
    - and how to avoid spreading germs at work
    - pdf icon
    - .
    - Other health and education professional organizations may also have helpful resources your child care facility or school can use or share. For example, the American Academy of Pediatrics provides information on germ prevention strategies
    - external icon
    - and reducing the spread of illness in child care settings
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- Reference key resources while reviewing, updating, and implementing the EOP:
    - Multiple federal agencies have developed resources on school planning principles and a 6-step process for creating plans to build and continually foster safe and healthy school communities *before*, *during*, and *after* possible emergencies. Key resources include guidance on developing high-quality school emergency operations plans
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- , and a companion guide on the role of school districts in developing high-quality school emergency operations plans
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- The Readiness and Emergency Management for Schools (REMS) Technical Assistance (TA) Center's website
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- contains free resources, trainings, and TA to schools and their community partners, including many tools and resources on emergency planning and response to infectious disease outbreaks.

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Develop information-sharing systems with partners.

- Information-sharing systems can be used for day-to-day reporting (on information such as changes in absenteeism) and disease surveillance efforts to detect and respond to an outbreak.
- Local health officials should be a key partner in information sharing.

Teach and reinforce healthy hygiene practices.

- Train staff on healthy hygiene practices so they can teach these to students.
- Ensure handwashing strategies include washing with soap and water for at least 20 seconds, especially after going to the bathroom; before eating; and after blowing your nose, coughing, or sneezing. If soap and water are not available and hands are not visibly dirty, use an alcohol-based hand sanitizer that contains at least 60% alcohol.
- CDC offers several free handwashing resources that include health promotion materials, information on proper handwashing technique, and tips for families to help children develop good handwashing habits.
- Ensure adequate supplies (e.g., soap, paper towels, hand sanitizer, tissue) to support healthy hygiene practices.

Intensify cleaning and disinfection efforts.

- Routinely clean and disinfect surfaces and objects that are frequently touched. This may include cleaning objects/surfaces not ordinarily cleaned daily (e.g., doorknobs, light switches, classroom sink handles, countertops). Clean with the cleaners typically used. Use all cleaning products according to the directions on the label. For disinfection most common EPA-registered household disinfectants should be effective. A list of products that are EPA-approved for use against the virus that causes COVID-19 is available here
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- . Follow the manufacturer's instructions for all cleaning and disinfection products (e.g., concentration, application method and contact time, etc.).
- Provide EPA-registered disposable wipes to teachers and staff so that commonly used surfaces (e.g., keyboards, desks, remote controls) can be wiped down before use.
- Ensure adequate supplies to support cleaning and disinfection practices.

Monitor and plan for absenteeism.

- Review the usual absenteeism patterns at your school among both students and staff.
- Alert local health officials about large increases in student and staff absenteeism, particularly if absences appear due to respiratory illnesses (like the common cold or the "flu," which have symptoms similar to COVID-19).
- Review attendance and sick leave policies. Encourage students and staff to stay home when sick, even without documentation from doctors. Use flexibility, when possible, to allow staff to stay home to care for sick family members.
- Discourage the use of perfect attendance awards and incentives.
- Identify critical job functions and positions, and plan for alternative coverage by cross-training staff.
- Determine what level of absenteeism will disrupt continuity of teaching and learning.

Assess group gatherings and events. Consider postponing non-critical gatherings and events.

- Ensure you have a clear understanding of all upcoming gatherings and large events for your school community (e.g., assemblies, field days, spirit nights, athletic events). Give special consideration to events that might put students, staff, or their families in close proximity to others from communities that may have identified cases of COVID-19.
- Consider whether any of these events should be canceled. Speak with local health officials to help determine the best approach.

Require sick students and staff to stay home. Establish procedures for students and staff who are sick at school.

- Establish procedures to ensure students and staff who become sick at school or arrive at school sick are sent home as soon as possible.
- Keep sick students and staff, particularly those with symptoms of respiratory illness, separate from well students and staff until they can leave. Plan to have areas where these individuals can be isolated from well students and staff until they can leave the school.
- Remember that schools are not expected to screen students or staff to identify cases of COVID-19. If a community (or more specifically, a school) has cases of COVID-19, local health officials will help identify those individuals and will follow up on next steps.
- Share resources with the school community to help families understand when to keep children home. This guidance, not specific to COVID-19, from the American Academy of Pediatrics can be helpful for families
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Create and test communications plans for use with the school community.

- Include strategies for sharing information with staff, students, and their families.
- Include information about steps being taken by the school or child care facility to prepare, and how additional information will be shared.
- Test communication capacity, and reiterate steps staff, students, and families can take to stay healthy and guidance that they should stay home if sick.

Review CDC's guidance for businesses and employers.

- Review this CDC guidance to identify any additional strategies the school can use, given its role as an employer.

Child care and K-12 administrators can support their school community by sharing resources with students (if resources are age-appropriate), their families, and staff. Coordinate with local health officials to determine what type of information might be best to share with the school community. Consider sharing the following fact sheets and information sources:

- Information about COVID-19 available through state and local
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- health departments
- General CDC fact sheets to help staff and students' families understand COVID-19 and the steps they can take to protect themselves:
    - *What you need to know about coronavirus disease 2019 (COVID-19)*
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    - *What to do if you are sick with coronavirus disease 2019 (COVID-19)*
    - *Stop the spread of germs – help prevent the spread of respiratory viruses like COVID-19*
    - pdf icon
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- CDC Information on COVID-19 and children
- CDC information for staff, students, and their families who have recently traveled back to the United States from areas where CDC has identified community spread of coronavirus:
    - A list of countries where community spread of COVID-19 is occurring can be found on the CDC webpage: *Coronavirus Disease 2019 Information for Travel*

For questions about students who plan to travel, or have recently traveled, to areas with community spread of COVID-19, refer to CDC's FAQ for travelers. Schools can also consult with state and local health officials. Schools may need to postpone or cancel trips that could expose students and staff to potential community spread of COVID-19. Students returning from travel to areas with community spread of COVID-19 must follow guidance they have received from health officials. COVID-19 information for travel is updated regularly on the CDC website.
When there is minimal to moderate community transmission
If local health officials report that there are multiple cases of COVID-19 in the community, schools may need to implement additional strategies in response to prevent spread in the school, but they should continue using the strategies they implemented when there was no community transmission. These additional strategies include:

Coordinate with local health officials. This should be a first step in making decisions about responses to the presence of COVID-19 in the community. Health officials can help a school determine which set of strategies might be most appropriate for their specific community's situation.
Implement multiple social distancing strategies. Select strategies based on feasibility given the unique space and needs of the school. Not all strategies will be feasible for all schools. For example, limiting hall movement options can be particularly challenging in secondary schools. Many strategies that are feasible in primary or secondary schools may be less feasible in child care settings. Administrators are encouraged to think creatively about all opportunities to increase the physical space between students and limit interactions in large group settings. Schools may consider strategies such as:

- Cancel field trips, assemblies, and other large gatherings. Cancel activities and events such as field trips, student assemblies, athletic events or practices, special performances, school-wide parent meetings, or spirit nights.

- Cancel or modify classes where students are likely to be in very close contact. For example, in physical education or choir classes, consider having teachers come to classrooms to prevent classes mixing with others in the gymnasium or music room).
- Increase the space between desks. Rearrange student desks to maximize the space between students. Turn desks to face in the same direction (rather than facing each other) to reduce transmission caused from virus-containing droplets (e.g., from talking, coughing, sneezing).
- Avoid mixing students in common areas. For example, allow students to eat lunch and breakfast in their classrooms rather than mixing in the cafeteria. If it is not possible to suspend use of common areas, try to limit the extent to which students mix with each other, and particularly with students from other classes (e.g., stagger lunch by class, segregate lunch and recess area by class, send a few students into the library to pick out books rather than going as a class, suspend the use of lockers). Restrict hallway use through homeroom stays or staggered release of classes. Try to avoid taking multiple classes to bathrooms at once (e.g., avoid having all classes use the bathroom right after lunch or recess). In child care or elementary school settings, consider staggering playground use rather than allowing multiple classes to play together, and limit other activities where multiple classes interact.
- Stagger arrival and/or dismissal times. These approaches can limit the amount of close contact between students in high-traffic situations and times.
- Reduce congestion in the health office. For example, use the health office for children with flu-like symptoms and a satellite location for first aid or medication distribution.
- Limit nonessential visitors. Limit the presence of volunteers for classroom activities, mystery readers, cafeteria support, and other activities.
- Limit cross-school transfer for special programs. For example, if students are brought from multiple schools for special programs (e.g., music, robotics, academic clubs), consider using distance learning to deliver the instruction or temporarily offering duplicate programs in the participating schools.
- Teach staff, students, and their families to maintain distance from each other in the school. Educate staff, students, and their families at the same time and explain why this is important.

Consider ways to accommodate the needs of children and families at risk for serious illness from COVID-19. Consider if and how to honor requests of parents who may have concerns about their children attending school due to underlying medical conditions of their children or others in their home.

Additional information about social distancing, including information on its use for other viral illnesses, is available in this CDC publication

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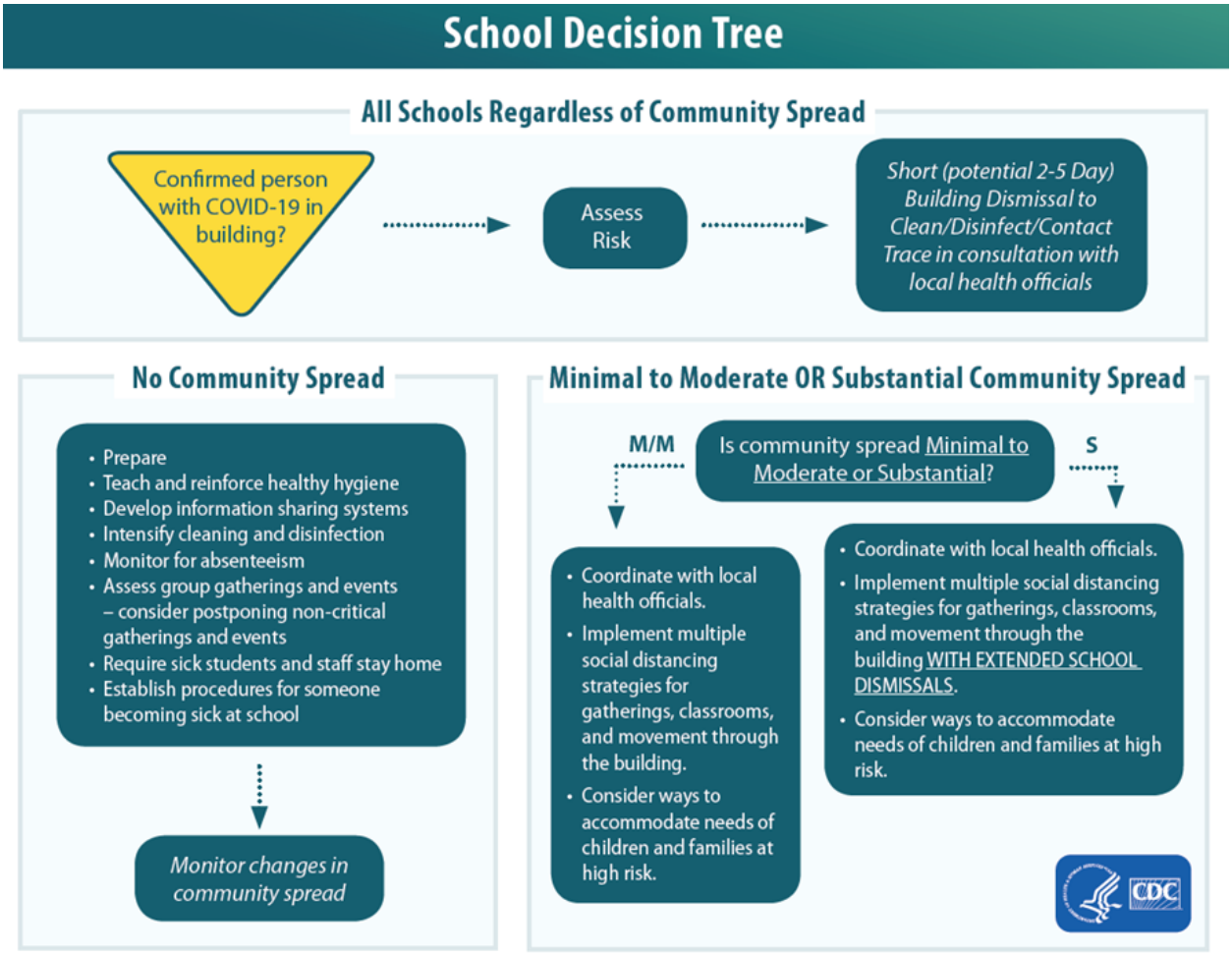
When there is substantial community transmission
Additional strategies should be considered when there is substantial transmission in the local community in addition to those implemented when there is no, minimal, or moderate transmission. These strategies include:

Continue to coordinate with local health officials. If local health officials have determined there is substantial transmission of COVID-19 within the community, they will provide guidance to administrators on the best course of action for child care programs or schools. These strategies are expected to extend across multiple

programs, schools, or school districts within the community, as they are not necessarily tied to cases within schools or child care facilities.

Consider extended school dismissals. In collaboration with local health officials, implement extended school dismissals (e.g., dismissals for longer than two weeks). This longer-term, and likely broader-reaching, dismissal strategy is intended to slow transmission rates of COVID-19 in the community. During extended school dismissals, also cancel extracurricular group activities, school-based afterschool programs, and large events (e.g., assemblies, spirit nights, field trips, and sporting events). Remember to implement strategies to ensure the continuity of education (e.g., distance learning) as well as meal programs and other essential services for students.